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ABSTRACT

The purpose of this manual, which accompanies a video program, is to provide an overview of four immersion teacher tasks for elementary foreign language teachers who are, or soon will be, teaching in a total or partial immersion classroom. Part of a series of video programs, this manual is intended to provide basic information, models, and examples that will assist teachers in the daily application of this information to content instruction in elementary immersion classrooms. The four tasks described (planning for instruction, delivery of instruction, evaluation of students' progress, and communication with school personnel and parents) reflect observations and experiences of immersion teachers, program coordinators, administrators, and researchers combined with knowledge gained from second language acquisition theory. This video program has been designed to be viewed in sections and is not intended to be viewed from beginning to end in one sitting. It may be used by teacher trainers as a component of immersion teacher training programs or as an independent study program by individual teachers who have limited access to immersion training opportunities. (VWL)

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WHAT IT MEANS TO BE AN IMMERSION TEACHER

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Department of Academic Skills
Office of Instruction and Program Development
Montgomery County Public Schools
Rockville, Maryland

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WHAT IT MEANS TO BE
AN IMMERSION TEACHER
TEACHER'S ACTIVITY MANUAL

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FOREWORD

The production of this video program and manual was funded by a federal grant from the Secretary of the U.S. Department of Education's Discretionary Fund for Mathematics, Science, Computer Learning, and Critical Foreign Languages: Improving Instruction in the Elementary School for Foreign Language Immersion Programs. This grant was developed and implemented by the Office of Instruction and Program Development, Department of Academic Skills, Foreign Languages, Montgomery County Public Schools, Rockville, Maryland, from January, 1987, to August 31, 1988. The project was directed by Myriam Met, Foreign Language Coordinator. Project activities were planned and developed by Eileen Lorenz, Immersion Resource Teacher.

The production of this program would not have been possible without the cooperation and support of the immersion staff and students of the three Montgomery County Public Schools immersion programs: Oak View, Rock Creek Forest, and Rolling Terrace Elementary Schools. Montgomery County Public Schools Television Services staff members also made significant contributions to this project.

Upon request, this manual and video program will be distributed to school districts, institutions of higher learning, and individuals interested in elementary school foreign language instruction. These materials may be used for nonprofit training workshops and research projects. Requests should be accompanied by a $25 check made payable to Montgomery County Public Schools and addressed to:

Foreign Language Coordinator
Montgomery County Public Schools
Department of Academic Skills
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INTRODUCTION

Purpose of the video program and manual

The purpose of the program and manual What It Means To Be An Immersion Teacher is to provide an overview of four immersion teacher tasks for elementary foreign language teachers who are, or will soon be, teaching in a total or partial immersion classroom. This video program is intended to provide basic information, models, and examples that will assist teachers to focus on performance of these tasks.

The four tasks described reflect the observations and experiences of immersion teachers, program coordinators, administrators, and researchers combined with knowledge gained from second language acquisition theory. This manual is intended to assist teachers in the daily application of this information to content instruction in elementary immersion classrooms.

How to use the video program and manual

This video program has been designed as an active learning tool, intended to be viewed in sections and is not intended to be viewed from beginning to end in one sitting. It may be used by teacher trainers as a component of immersion teacher training programs or as an independent study program by individual teachers who have limited access to immersion training opportunities.

The video program "What It Means To Be An Immersion Teacher" and accompanying manual are organized into four sections, each focusing on one

of the major tasks described in the program. The four immersion teacher tasks are the following:

- o Planning for instruction
- o Delivery of instruction
- o Evaluation of students' progress
- o Communication with school personnel and parents

Each of the four sections of the video is introduced on the screen by its title. At the completion of each section of the video, the narrator and a red, diamond-shaped symbol suggest that the viewer stop the program and review the activities in the manual. Preceding the activities, accompanying sections from the position paper "What It Means To Be An Immersion Teacher" are included as background reading. Title pages separate each of the four sections in the Teacher's Activity Manual.

The Teacher's Activity Manual and the video have been designed to complement one another and may be used in a variety of ways. The viewer may first wish to read the description of each task found in the manual, then view the section of the video program which further describes the task and finally, review the related activities in the manual. Or the viewer may wish first to watch the video, read the detailed description of the task, and complete the accompanying activities.

Viewers who have never used a video program in a learning experience may want to keep several suggestions in mind. Each of the four sections should be viewed individually. Viewing one section from beginning to end presents a general introduction to the whole task. Then, shorter video segments may be reviewed several times. After the initial viewing, sections may be played either with or without sound. For example, after having watched the entire section that presents Planning for Instruction, the viewer will have an overview of all the components of this task. Returning to view shorter sections of this major task, he/she will view the shorter section, Sequencing Instructional Objectives, and complete the related activities in this manual.

The viewer may want to play sections that include classroom scene examples several times. By using the pause button, frames may be frozen on the screen to allow discussion or noting of specific points.

The first activity in the manual is an exception. It is intended to be completed before any reading or program viewing is begun so that the viewer may record his/her thoughts before seeing the program and completing the activities.

ACTIVITY 1 - Previewing activity

Before you begin to play the video program, reflect on the aspects of the role of the teacher in the immersion classroom that you find, or think will be, the most challenging.

If you have never taught in an immersion setting, note below issues or questions that you have. Focus on how students learn both concepts and language during the daily instruction of reading/language arts, mathematics, science and social studies in a second language. What situations or teacher roles do you think will be the most challenging for you? Record your questions and thoughts below. The video may respond to some of the issues you note or it may raise new ones. However, you will probably find it helpful to keep these issues in mind as you view each section of the video.

CHALLENGING ASPECTS OF THE ROLE OF THE TEACHER
IN THE IMMERSION CLASSROOM

1.

2.

3.

4.

WHAT IT MEANS TO BE AN IMMERSION TEACHER

Language immersion is an educational approach in which students are taught the elementary curriculum through the medium of a second language. In this way, immersion students not only learn the prescribed elementary curriculum, but also become functionally fluent in the language in which it is taught.

How do effective immersion teachers successfully teach students the elementary curriculum through a language that is new to them? What do immersion teachers do that facilitates language learning through content instruction? How do the tasks of immersion teachers differ from the same tasks performed by non-immersion teachers?

Immersion teachers approach the simultaneous instruction of content and second language using a variety of strategies and techniques that are similar in nature but differ in intensity and duration from strategies and techniques used by non-immersion teachers. These strategies and techniques are used more frequently and continue to be used for a longer duration of time in immersion classes than in non-immersion classes, due to the students' limited second language proficiency.

This paper will describe how immersion teachers plan, deliver, and evaluate instruction to assist students in the mastery of content and language. Further, it will explain why immersion teachers must communicate extensively with colleagues and parents about immersion research, theory, and practice. Although these tasks are described sequentially, in reality, teachers integrate task performance so that the various aspects of teaching in immersion programs are mutually interactive.

The competencies described in this paper reflect the observations and experiences of immersion teachers, program coordinators, administrators, and researchers. Therefore, the perspective presented is a combination of knowledge garnered from second language acquisition theory and from daily application of that knowledge to content instruction in elementary immersion classrooms.

A brief overview of the tasks required of immersion teachers is followed by a more detailed examination of each task.

An Overview

Planning for instruction in immersion classes involves special consideration of students' language proficiency in order to: (a) select and sequence objectives (b) evaluate and select instructional materials to support instruction and (c) develop activities which will lead to mastery of content objectives and language.

Delivery of instruction is the most critical task of immersion teachers. Immersion teachers use experiential activities as well as concrete materials, to establish a context for communication and for the negotiation of meaning in order to promote the acquisition of both concepts and the second language. Immersion teachers create a structured environment in which frequent use of positive reinforcement motivates their students to communicate in the immersion language or to seek alternate nonverbal means to express themselves. During the course of the school day immersion teachers model the language of academics, the language of social interaction, and appropriate use of linguistic and cultural conventions.

Evaluation of student progress in content mastery and language proficiency are essential to the success of immersion teaching. Immersion teachers monitor their students' comprehension using a feedback cycle consisting of verbal and nonverbal cues that reflect the students' level of comprehension. Adaptation of conventional evaluation instruments as well as the development and use of language-free evaluation instruments allow teachers to assess students' learning.

Communication with colleagues and parents is an important activity of immersion teachers. Colleagues who are unfamiliar with the philosophy, results, and research findings of immersion education should be informed about the implications of immersion education, because these colleagues often participate in decisions that impact on immersion students. Frequent parent-teacher communications reassure parents that they will be kept informed of progress or of difficulties, if they arise.

Let us examine each of these tasks in more detail.

PART I

TASK: PLANNING FOR INSTRUCTION

It is highly recommended that you read the instructions for Activity 1, Previewing activity, before starting.

TASK: PLANNING FOR INSTRUCTION

Planning for immersion instruction entails an integration of the following activities. Immersion teachers:

- sequence instructional objectives and activities considering students' language proficiency
- review, evaluate, select, and when necessary, adapt instructional materials and activities from the local district's English materials
- review, evaluate, and select available immersion language materials
- when necessary, develop additional immersion language materials and academic activities that support content objectives
- identify immersion language objectives, i.e., language functions, structures, and vocabulary required for content mastery (content-obligatory language) and those that are compatible with content objectives (content-compatible language)
- collaborate with immersion colleagues to benefit from their knowledge and experience

Planning the Sequence of Instruction

Although they teach the curricular objectives mandated by their local school district, immersion teachers must consider their students' level of language proficiency in order to select the most appropriate sequence for presenting objectives to students. Objectives taught through use of manipulative objects are those objectives most easily taught first. For example, it is important to sequence objectives so that formal instruction in reading is delayed until students have acquired sufficient language proficiency to make reading instruction meaningful and interesting. More abstract concepts may be postponed until students have acquired sufficient receptive language skills. This postponement allows students to recall previously learned concepts and link these concepts with more abstract concepts.

The benefits that may be gained from a careful consideration of sequencing objectives can be seen by comparing two grade 2 science objectives: a) the needs of plants, and b) food as a requisite for human growth. In-class demonstration of and experimentation with water, food, and light as basic needs of seed plants should be presented before the more abstract objective that identifies food as necessary for human growth. Plant growth and development under diverse conditions may be observed and measured by students in the classroom over a short period of time. Concept learning and language proficiency may thus be acquired through a variety of experiential activities, such as experiments, structured around the effects of the presence or the absence of water, food, and light on seed plants. Learning about seed plants and their needs will facilitate students' comprehension of the more abstract objective that human growth requires food. While human growth can be represented by pictures, actual human growth dependent upon a source of food, is more difficult to demonstrate in the classroom.

Instructional Activities

Just as content objectives should be carefully sequenced, so too instructional activities may be selected from instructional guides, taking into account the degree to which they rely on concrete experiences to promote concept mastery. Activities which rely heavily on verbal abstractions to promote concept mastery should be used sparingly at the early levels of instruction and only when immersion teachers are sure that students' language proficiency matches the level of verbal abstraction used.

Selection of Instructional Materials

Two categories of materials are available to teachers to support instruction--English materials and immersion language materials. The criteria that must be applied to both of these categories are: 1) how well do the materials support the local school district's curriculum? and 2) how well do the materials correspond to students' language proficiency level?

Adaptability of English Materials to the Immersion Classroom

English materials should not be used for instruction in an immersion classroom without first translating and adapting them to the immersion language.

The wealth of materials in English that has already been developed and approved to support the local district's curriculum should be closely examined to determine the extent to which they can be adapted to the immersion language. The facility with which these materials and activities can be adapted to the immersion classroom varies according to the subject matter. Since mathematics and science are conducive to experiential instruction, materials generally used for these subjects may be used in immersion with relatively minor changes. In contrast, English language materials in social studies and reading/language arts contain more language, and are more abstract; therefore, they are adapted less easily for immersion classroom use.

While teacher translations of English reading/language arts materials are rarely used, instructional strategies and broad curriculum objectives are easily followed as guidelines for instruction. Quality translations of English texts and literary works are occasionally available and may be used.

Administrators and immersion teachers must decide if the time and effort necessary to translate and adapt English materials will yield materials as good as or better than those already available in the second language.

Immersion language materials

Immersion language materials are available from a variety of sources. Teachers may use materials from domestic publishers, foreign publishers, immersion colleagues, and other school districts. Regardless of the source, careful evaluation of these materials, preceding classroom use, should consider the following questions:

- Do the materials adhere to the local school district's guidelines for instructional materials?
- Does the content support the instructional objectives?
- Is the content expressed in the immersion language at a level which is both meaningful and comprehensible to students?

Immersion materials produced domestically are more likely to follow U.S. curriculum outlines and formats than those produced abroad. Although the curriculum may differ from school district to school district, there are extensive similarities in curricula across the nation. For example, the study of communities around the world in Grade 3 is a social studies curriculum strand present in most school districts.

Because most domestically produced non-English language texts are written for bilingual programs in which the students' first language is not English, they must be carefully examined. These texts are generally written at a level of linguistic complexity which may exceed the language skills of immersion students, often rendering these texts inappropriate for immersion classes. However, these texts may be useful as a resource to assist immersion teachers in the preparation of student materials and should not be discounted automatically.

Materials produced in foreign countries may also exceed the linguistic capabilities of immersion students. In addition, they frequently deviate from U.S. curriculum outlines and formats. Further, although the format used by foreign publishers for texts may be attractive to students, illustrations which follow guidelines of acceptability in the country of origin may be contrary to those of the local school district. For example, many local school districts' guidelines include requirements for a balanced representation of minorities and women as role models in a variety of nonstereotypical roles. This may not be a criterion in other countries. Inclusion of nudity and religious content are two other areas where cultural differences exist in texts produced in foreign countries.
However, materials produced abroad have the great advantage of being rich in implicit or explicit cultural information that is often not present in domestically published texts.

Teacher-made materials

Teachers frequently make their own materials because those that are available do not meet student needs or do not adequately support the curriculum. Such materials often result from a process of selecting, refining, and adapting other materials from sources that contain content-appropriate information. Teacher-made materials and activities have several advantages. They are tailored to the local district's curriculum; they are guided by teachers' experience in immersion classes; and they are based on teachers' firsthand knowledge of students' language proficiency.

Although teacher-made materials are often those best suited to students' needs, the development of these materials consumes both time and effort. Efforts of an entire staff are not always coordinated and therefore immersion teachers frequently duplicate materials already developed by colleagues. Duplication can occur either because materials are not centrally located or because time constraints limit staff communication. A central network for materials is critical if this situation is to be avoided.

Plan for Content and Language

During the planning process immersion teachers have the added task of consciously planning for language growth by identifying two general types of immersion language to be learned by their students. The curriculum dictates content-obligatory language, e.g., the language necessary for students to understand a concept. Teacher judgment governs selection of content-compatible language, e.g., language that is easily integrated with a particular content area and affords students practice needed to refine language skills.

Content-obligatory language

Content-obligatory language consists of language functions, structures, and vocabulary required for comprehension and mastery of a concept. Teachers must identify what language is necessary if students are to comprehend the concept being taught.

For example, the content-obligatory language components of a Grade 1 science lesson on the concept of float/sink are dictated by the content objectives that should be mastered by the students. Content-obligatory language would include such vocabulary as "float," "sink," and question formation, e.g., "Does it float? Does it sink?" Descriptive language relating attributes of objects that float and sink, such as heavy/light, thick/thin would be necessary for students to explain why objects float and sink. An understanding of the language functions related to prediction would be content-obligatory since prediction is an integral step in the scientific method of investigation, e.g., "What do you think will happen--will the object float or sink?"

As students' level of language proficiency develops, content-obligatory language should provide students with more sophisticated functions, structures and vocabulary. For example, in Grade 3, the function of prediction might require students to formulate a hypothesis in conjunction with a designated science objective. Teachers might request students to predict the outcome of an experiment by saying, "Given two objects of equal size, hypothesize which one will float and which one will sink. Support your hypothesis." In contrast, in Grade 1, initial introduction to prediction might involve simple teacher-posed questions such as, "What do you think will happen when this object is placed in the water?" Not only are students thus introduced to a more sophisticated way of expressing prediction in Grade 3, but they also have access to two ways of expressing the same function. At the same time, they have acquired a more sophisticated way of thinking about possible results of a given set of circumstances.

Content-Compatible Language

Content-compatible language refers to the functions, structures, and vocabulary which are easily integrated into the content objectives of a lesson, but strictly speaking, are not required for mastery of a targeted concept. While content-obligatory language is necessary for comprehension of concepts, content-compatible language is language identified by teachers which allows students to practice, refine and expand teacher-selected language skills. Once the language skill is identified, teachers must then select a content lesson which may serve as the vehicle for achieving the language objective.

Let us continue the example of the Grade 1 science lesson about objects that float and sink. Content-compatible vocabulary would be identified by the objects selected for the experiments related to float/sink since, obviously, selection of particular objects would be discretionary. One guideline for selecting items for the float/sink lesson might be based upon anticipation of language for a social studies unit. Use of pieces of brick, wood, shingles, and cinder block for float/sink experimentation, for example, would introduce students to vocabulary and descriptive language which would be useful in a social studies unit focusing on shelters. Another possible content-compatible language function might be reinforcement and practice of the future expressed by "going to"-- "Is the brick going to float or is the brick going to sink?". In this case, the language objective "going to" is integrated with and served by the content, unlike content-obligatory language which is required by the content.

Because these content-compatible language skill "going to" can be easily integrated into the prediction activities in a science lesson, science is the vehicle used to teach and to reinforce naturally, specific aspects of the immersion language.

In Grades K-2, priority is given to content-obligatory language because of the vast quantity of new language functions, structures, and vocabulary that students must acquire. In Grades 3-6, content-compatible language should be incorporated increasingly to expand and elaborate students' language base, as well as to provide opportunities for students to practice and refine language skills already acquired. Content-obligatory language does not, however, disappear in Grades 3-6, nor is content-compatible language nonexistent in Grades K-2.

Collaboration

While collaboration is important for all teachers, it is essential for the survival and growth of immersion teachers in classes today, given the limited sources of readily available materials and lack of formal training programs.

Therefore, as effective immersion teachers plan for instruction, they must rely extensively on the experience and knowledge of their colleagues. Instructional planning is facilitated when collegial support is available to discuss the following:

- successful immersion instructional strategies
- effective classroom management techniques
- efficient workload organizational techniques
- known sources of successful materials and activities

Summary - Planning for Instruction

The skills, knowledge, and attitudes necessary for an immersion teacher to plan for instruction follow.

SKILLS	KNOWLEDGE	ATTITUDE
Ability to recognize how to best sequence local school district's curriculum objectives to promote development of students' concept mastery and language proficiency	Knowledge of local school district's curriculum	Flexibility
Ability to develop and plan a variety of activities for students whose language proficiencies differ	Knowledge of second language development research findings	Creativity
Ability to adapt English curriculum to the appropriate form of the immersion language	Knowledge of principles of elementary education methodology and child development theories	Enthusiastic adaptation and integration of elementary and foreign language strategies
Ability to identify and adapt English and existing immersion language materials and activities for immersion classroom use	Knowledge of immersion theory and application of successful instructional strategies	Resourcefulness
Ability to plan and develop immersion language materials that support local school district's curriculum and consider students' second language development		
Ability to identify and plan for content-obligatory language in order to assure concept mastery	Knowledge of prescribed curriculum and methods to identify content-obligatory language	
Ability to identify and plan for content-compatible language to broaden students' language proficiency and expand concept mastery	Knowledge of methods to select content-compatible language and integrate them with content instruction	
Ability to integrate a variety of methodologies into the process of planning for instruction	Knowledge of instructional techniques that respond to a variety of learning styles	

PART I ACTIVITY 2 - A

Sequencing objectives

Compare the two Grade 2 science instructional objectives that follow. These are the same two objectives presented in the video program.

Unit - Living things

Objective A - Students will identify elements necessary for human growth.

Objective B - Students will identify elements necessary for growth of seedlings.

1. On the planning sheet (see page that follows this activity), list a series of instructional activities, other than those presented in the video program. Give careful consideration beforehand to the practicality and the logistics of activities to be performed by students in the school environment. Ask yourself the following questions:

   - o Are the activities hands-on/experience-based activities?
   - o How easily can the activities be demonstrated and performed in a classroom or an outdoor school setting?
     For example, cooking activities can be effectively used to teach various aspects of the curriculum, but because of the planning, set-up and clean-up time involved you probably would not plan them on a daily basis.
   - o Can the activities be realistically completed over a four-to six-week period of time (usual time-span of a unit)?
     For example, when teaching students about plant growth, you would probably select bean plants, rather than cacti, because the more rapid rate of growth of bean plants would be better suited to the time limitations of the classroom setting.

PART I ACTIVITY 2 - A - continued

Sequencing objectives

2. Once a series of feasible activities for objectives has been identified, check each activity to be sure that it will result in students' increased understanding of both the concept and the language.

3. Sequence the objectives keeping in mind two guiding principles:
   - o objectives with the greatest number of hands-on/experience-based activities are best taught first
   - o there is a hierarchy of information for some objectives that builds during the learning process and therefore some objectives must be taught before others.

PLANNING SHEET

A. Unit - Living Things - Grade 2 Science

- Students will identify elements necessary for human growth.
- Students will identify elements necessary for growth of seedlings.

B. Hands-on/experience-based activities

C. Possible supporting materials

PART I ACTIVITY 2 - B

Sequencing objectives

Listed below are five Grade 2 social studies instructional objectives from the unit "Our Community", selected from the Montgomery County Public Schools' Instructional Program. You may wish to replace these objectives with others from the grade level and social studies program you will be teaching. The objectives are:

OBJECTIVES

Social Studies Unit - Our Community - Grade 2

Students will:

- Describe the characteristics of our community
- Identify our community workers and the goods and services they provide
- Identify the forms of transportation and communication available in our community
- Describe how our community is changing
- Indicate ways in which people in the community honor people and their skills through special events

A worksheet is provided as part of ACTIVITY 2 - B, to record information in as you sequence these or other objectives. The three steps are:

1. For each objective, brainstorm a list of possible hands-on/ experience-based activities that you might plan for each objective.
2. Review and evaluate the activities by asking yourself:
   - Are the activities hands-on/experience-based activities?
   - Can the activities be easily performed in a school environment?
   - Do the activities develop both the concept described in the instructional objective and promote language learning?

PART I ACTIVITY 2 - B - continued

Sequencing objectives

Sequencing Objectives Worksheet

For each of the 5 instructional objectives listed:

1. Brainstorm hands-on/experience-based activities
2. Review and evaluate the hands-on/experience-based activities
3. Based on the hands-on/experience-based activities selected from the hierarchy of objectives, sequence the objectives.

---

o Students will describe the characteristics of our community

o Students will identify our community workers and the goods and services they provide

PART I ACTIVITY 2 - B - continued

Sequencing objectives - 2

Sequencing Objectives Worksheet

- Students will identify the forms of transportation and communication available in our community

- Students will describe how our community is changing

- Students will indicate ways in which people in the community honor people and their skills through special events

PART I - ACTIVITY 2 - C

Sequencing objectives

Identify a unit and the instructional objectives from another area of the curriculum at your grade level (see following page for planning sheet). For each of the instructional objectives, follow the procedure just completed:

- o brainstorm hands-on/experience-based activities that might be used to teach each of the objectives
- o review the activities, keeping in mind constraints on performing them in a classroom or school environment
- o verify that activities address both concept and second language learning
- o sequence the objectives beginning with those for which you have identified the greatest number of feasible hands-on activities and ending with those for which you have identified the fewest hands-on activities
- o don't forget to consider how concepts build on one another during the learning process

PART I - ACTIVITY 2 - C

Sequencing objectives

PLANNING SHEET

A. Unit - objective/concept

B. Hands-on/experience-based activities

C. Possible supporting materials

PART I ACTIVITY 3 - A

Selection of Instructional Materials

When selecting materials to support instruction, immersion teachers should consider the following questions:

- How well do the materials support the local school district's curriculum?
- Are the materials at or slightly above students' level of second language understanding and skills? (Will students be able to use these materials as a learning tool without becoming frustrated or discouraged?)
- If these materials need to be adapted for immersion classroom use, what will need to be done and how much time will be needed?

Three types of materials which may be used as resources from which to obtain materials to support instruction and classroom activities are:

1. English materials
2. Immersion language materials produced in the U.S. or in foreign countries
3. Teacher-made materials

Obtain one example of each of the three categories of materials listed above for your grade level.

PART I ACTIVITY 3 - B

Selection of Instructional Materials

Evaluate each example of English materials, immersion language materials (produced in the U.S. and produced in foreign countries) and teacher-made materials.

1. Compare each example with your local school district's corresponding grade level objectives. Do the materials support these objectives?
2. For materials written in the immersion language, evaluate the level of language. Is it at or slightly above students' language level and skills at the grade level for which the materials will be used?

(If you have never taught in an immersion classroom you may not be able to answer this question. New immersion teachers tell us that their ability to judge an appropriate level of language comes after several months of classroom experience. An experienced colleague may help you better determine if the language used in the materials is at a level which students will be able to read and understand.)

3. Decide what you would have to do to adapt these materials for use in the appropriate grade level in your local school district. Could these materials only serve as a teacher resource to plan lessons and develop teacher-made materials? Or would you have to:
   a. translate English materials into the immersion language?
   b. rewrite immersion language materials to simplify or extend the language?
   c. change the way the information is presented (e.g., simplify the language, outline the information, include visuals or simple illustrations) so that the information presented will be easier for students to understand?

An activity follows that may help you adapt materials.

PART I ACTIVITY 3 - B - continued

Selection of Instructional Materials

Imagine that you are a Grade 3 teacher planning a science lesson about the origin of fossil fuels. In your library, you have an immersion language text, published abroad, that presents excellent information about dinosaurs and their environment. You would like to use this text to explain the origin of fossil fuels; as you examine the text, you note that:

a. the illustrations are excellent
b. the information presented is excellent
c. the text contains too much detailed information
d. the reading level is probably too difficult for students

Note below some adaptations that would enable you to take advantage of this text. Once you have listed your ideas about how best to use this text, compare your ideas with the lesson plan on the following page.

PART I ACTIVITY 3 - B - continued

Selection of Instructional Materials

Here is a lesson plan developed by an experienced immersion teacher. Were some of your ideas among those included in this lesson?

- o Ask students what they already know about dinosaurs and their environment. Use the cover illustration of the book to elicit students' predictions about the text. Note both students' background knowledge about dinosaurs and their predictions about the content of the book on chart paper as information to be included in the lesson as it evolves.
- o Read the text aloud to students, simplifying the language and selecting the information that you wish to include in the lessons. Be sure to take advantage of the illustrations to support new information you are presenting and to check on students' understanding of the concepts. Ask questions such as, "What do you think is happening in this illustration? Why do you think so? If you were the illustrator and were going to draw what this scene would look like the next day, what would be different?"
- o Request that students help you select what information to web, or outline on chart paper while reading aloud.
- o Use the information recorded in the web or outline, to rewrite the text in simplified language or request the class to dictate their own version of the webbed information as you record. Either process will result in a text that students may call their own, and will correspond more accurately to students' reading level.

PART I ACTIVITY 3 - B - continued

Selection of Instructional Materials

(Another advantage of students dictating their version of the text to you is that it gives you the opportunity to model writing for the class. If you record the students' language to form the new text, your oral restatement of what the students say, in correct form, should be what is recorded.)

- o Help students make a BIG BOOK out of the new text. Each page may be assigned to a group of students. Once the book is completed different groups may take it to other classrooms to read aloud. (You may want to laminate each page.)
- o Organize the simplified version of the information into small book format. Students may then illustrate their own text using illustrations from the original text to serve as a source of accurate information.
- o Make an audiotape recording of the simplified text to use as a learning center activity where students can read and listen to the text.

PART I ACTIVITY 4

Planning for language

DEFINITIONS

CONTENT-OBLIGATORY LANGUAGE is language that is required for comprehension and mastery of a concept. The curriculum and specific objectives determine content-obligatory language. Based on the content objectives, teachers must identify what language is necessary if students are to comprehend the concept being taught.

CONTENT-COMPATIBLE LANGUAGE is language that is easily integrated into the content objectives of a lesson, but is not required for mastery of a concept. Teachers' choice of content-compatible language is guided by two main considerations: a) an immersion language scope and sequence as stated in the second language curriculum guides, and b) teachers' analysis of students' language skills which allows teachers to identify where growth is needed. Content-compatible language is selected by teachers in order to give students opportunities to practice, refine and expand language skills through content instruction.

The content-obligatory and content-compatible language objectives include the following kinds of language skills:

- Functions
  Requesting/giving information
  Comparing
  Describing
- Vocabulary
- Grammar
  Question formation
  Adjective agreement
  Comparatives

PART I ACTIVITY 4 continued

Planning for language

Content-obligatory and content-compatible language objectives include language functions. Language functions are the purposes for which language is used, such as agreeing, disagreeing, describing, expressing an opinion, and giving directions. Students will need many language functions to understand and master a content objective. Thus the definition of content-obligatory and content-compatible language objectives include language functions:

- Content-obligatory language functions are those functions which are required for comprehension and mastery of a concept or an objective.
- Content-compatible language functions are those functions which may be easily integrated into the content objectives of a lesson but are not required for mastery.

At the end of the Planning for Language section of the video, you observed a demonstration lesson on density of liquids. Listed on the following page are the language objectives used during this teacher-demonstration lesson on density.

In order to practice classifying content related language objectives, on the worksheet provided, write each language objective in the the appropriate category (CONTENT OBLIGATORY and CONTENT COMPATIBLE LANGUAGE OBJECTIVE) and one of the related sub-categories (VOCABULARY, FUNCTIONS, GRAMMAR). For example, the language item "mas pesado que" would be classified under the main category CONTENT-OBLIGATORY LANGUAGE and under the sub-category FUNCTIONS. Once you have completed this activity, you may want to compare your classifications with those of an experienced immersion teacher listed on the pages that follow the activity.

PART I ACTIVITY 4 **continued**

Planning for language

LANGUAGE OBJECTIVES FROM
DEMONSTRATION LESSON

el jabón
el agua
el aceite
el líquido
los líquidos
la densidad
pesado (a)
denso (a)
¿Es denso?
¿Es pesado?
muy pesado
más pesado que
más denso que
¿Cómo sabes que es denso?
¿Cuál es más pesado?

PART I ACTIVITY 4 · continued

Planning for language

Worksheet

CONTENT-OBLIGATORY LANGUAGE OBJECTIVES

VOCABULARY **FUNCTIONS** **GRAMMAR**

CONTENT-COMPATIBLE LANGUAGE OBJECTIVES

VOCABULARY **FUNCTIONS** **GRAMMAR**

PART I ACTIVITY 4 **continued**

Planning for language

CONTENT-OBLIGATORY LANGUAGE OBJECTIVES

VOCABULARY	FUNCTIONS	GRAMMAR
pesado (a) denso (a) el líquido la densidad	Describing muy pesado Comparisons más pesado que más denso que *Stating a fact El jabón es muy denso. *Expressing an opinion Creo que el jabón es más denso que el agua.	Question formation ¿Es pesado? ¿Es denso? ¿Cuál es más pesado? ¿Cómo sabes que es denso? Plural form of nouns el líquido/los líquidos

*Language objectives not presented during the demonstration lesson on the video program, but included in the completed lesson.

CONTENT-COMPATIBLE LANGUAGE OBJECTIVES

VOCABULARY	FUNCTIONS	GRAMMAR
el agua el aceite el jabón	*Describing the consistency and color of liquids El jabón es espeso. *Comparing the consistency and color of liquids El agua es más clara que el aceite.	*Using the simple future to express a hypothesis or predict results of an experiment. Va a flotar. Va a hundirse.

*Language objectives not presented during the demonstration lesson on the video program, but included in the completed lesson.

Note that the liquids for this lesson are classified under content-compatible language because a wide variety of liquids can be used to demonstrate the concept of density. For example, motor oil and honey could be used in place of oil and liquid cleanser. The density of the liquids selected is the factor critical to understanding the concept. Therefore the items selected are strictly at the discretion of the teacher and these items are content-compatible language objectives.

PART I Activity 5

Collaboration

Collaboration during the planning process is beneficial to both new and experienced immersion teachers. As a new immersion teacher, you may have some questions. What questions do you have that an experienced colleague may be able to answer? Ask yourself:

- What information might colleagues have that would make the planning process easier for me?
- What knowledge do I have to share that might make the planning process easier for a colleague?

I. Make a list of topics relating to planning in immersion about which you feel you have knowledge and experience to share with colleagues. For example, you may have knowledge of sources and availability of immersion language texts that might benefit other teachers.

II. Make a list of questions and topics that relate to planning that you would like to know more about through discussions and workshops with your colleagues. Arrange your list of topics and questions in priority order.

III. List ways in which you and your colleagues could facilitate one another's planning process (e.g. sharing materials). How often do you or should you do this now? How could you make sharing happen more often?

PART II

TASK: DELIVERY OF INSTRUCTION

TASK: DELIVERY OF INSTRUCTION

Delivery of instruction is the most critical task for successful immersion teaching. Effective immersion teachers consider the relationship between language and content instruction and their students' limited language proficiency as they:

- utilize a variety of experiential instructional strategies and varied learning activities
- manage and organize the classroom to create a structured learning environment
- use positive reinforcement to reward communication in the immersion language

Instructional Strategies

Negotiation of Meaning

Negotiation of meaning is an interactive process by which teachers and students collaboratively work together to communicate their ideas effectively. In its most global sense, negotiation of meaning refers to those strategies teachers use to make input comprehensible to students. These strategies include the use of nonverbal communication techniques (body language, gestures, facial expressions, etc.,) as well as visual aids, concrete materials, manipulatives, and realia to lend support to oral messages. In a more limited sense of the term, negotiation of meaning refers to the process by which teachers help students refine language skills by providing feedback to students on the effectiveness of their communication. Each of these aspects of negotiation of meaning is defined further below.

Negotiation of meaning encompasses some aspects of "caretaker speech"--the language that characterizes adult speech to children, and which is believed to facilitate first and second language acquisition. Caretaker speech is characterized by modifications and simplifications in the rate and complexity of adult speech, by concrete referents to the "here and now," and by extensions and expansions of child speech. Adults extend child speech by putting incomplete utterances into the larger frame of a complete sentence or thought (e.g., Child: Drink! Adult: You're thirsty? Would you like a drink of water?). Adults expand child language by adding new information as well ("No, not soda! Water is better for you!").

While teachers use caretaker speech to modify language through simplification, they must also elaborate language if language growth in students is to occur. Modification of input by elaboration is characterized by teachers' use of more complex sentence structures, and by use of a broader range of vocabulary. Teachers also elaborate students' speech by rephrasing, using more sophisticated vocabulary and more complex language structures and functions. For example, to promote language growth, teachers may model, and then encourage students to use an "if/then" construction to express cause and effect relationships, substituting "if/then" for the more simplistic expression "because".

Negotiation of meaning also encompasses Krashen's notion of "comprehensible input." (Krashen, 1981). According to Krashen, children (and adults) acquire language by understanding what they hear. Understanding occurs when input (what is heard) is comprehensible, and input becomes comprehensible when it is supported by concrete experiences, visuals, realia, and nonverbal communication that assist in conveying meaning. Modifications in the input, such as simplifications in rate and complexity of speech, also promote comprehensibility.

Immersion teachers help students learn content and language by helping students match what they hear with what they experience. This matching process facilitates language acquisition by allowing students to comprehend the meanings of words and utterances through contextualized language use.

Teachers support oral language comprehension by using nonverbal communication strategies as well as by using concrete objects and experiences that clearly illustrate meaning. They also simplify their language in terms of rate and complexity. Thus, immersion teachers make input comprehensible. To the extent that these strategies make language understandable to students, and thus, make content instruction understandable to students, negotiation of meaning lies at the heart of both language instruction and content instruction. In this broader sense, negotiation of meaning could be interpreted as a one-way process by which teachers "get the message across."

In another sense, negotiation of meaning is a two-way process in which teachers and students collaborate to insure that each is understanding and being understood. In this interactive process, teachers monitor feedback from students to assess whether they have been understood. Students' nonverbal responses (confused looks, or the proverbial "aha" shining in their eyes) may inform the teacher about students' level of understanding of the message. Students' verbal responses--questions about content or meaning, incorrect answers to teachers' questions, responses to discussion questions--provide further evidence regarding the effectiveness of teachers' communications.

By the same token, students receive feedback from teachers about students' comprehensibility. Because at the early levels of instruction students' ability to express themselves may be limited to one- or two-word utterances, teachers must make a "rich interpretation" of students' language (Wells, 1986). Teachers interpret and expand students' one or two word utterances in the context of an ongoing lesson or activity, or with the assistance of students' nonverbal communication. During a primary lesson about classification of various foods into the four food groups, a student might say, "Dejeuner." Depending on the student's nonverbal signals, the teacher may interpret the student's response in several ways: 1) as a question about when lunch will take place or 2) as a suggestion that actual items from students' lunches be classified. In a reciprocal fashion, students let the teacher know whether this interpretation is accurate, inaccurate, or incomplete. In contrast, in the upper elementary grades, teachers need to be cautious in using rich interpretations extensively since doing so may inadvertently encourage experienced immersion students to rely on teachers' interpretations rather than making the effort to communicate clearly and precisely.

Teachers and students communicate about the effectiveness of their mutual communication through a complex set of interactions. Included in such interactions may be teachers' feedback to students which refines students' understanding about what the language means and how it works.
For example, a student who has just learned the expression "it doesn't matter" may generalize it to the synonymous expression "to care," generating, "it doesn't care..." Through teacher restatement of the student's language or through other signals, the teacher may help the student learn that "care" is only used with animate subjects, and arrive minimally at recognition of the correct expression "I don't care."

Similarly, the meaning of specific vocabulary is refined through the acceptance or rejection of positive and negative exemplars. If students have learned the terms "goods" and "services," the concepts and their labels may be refined as students are asked to identify examples which fit in these categories as well as examples which do not.

To some extent, students' grammatical errors and teachers' indirect correction of them form part of the negotiation of meaning process as well. For example, young students of French who consistently indicate they have completed a task by saying "je suis fini" may learn through teachers' mock horrified response that 'je suis fini' means "I'm finished" in the literal sense of being dead; through modelling ("Ah! Tu as fini!") teachers refine students' communication by negotiating what students have meant to convey rather than what they have conveyed through their utterances.

Experiential Activities

In the immersion classroom, negotiation of meaning includes relying on experiential activities. In fact, a far greater use of experiential activities is the single factor that most differentiates elementary immersion classes from non-immersion classes. Experiential activities are multisensory experiences, supported by visual aids, gestures, and manipulatives. These activities provide critical links between what teachers say and the concepts they are trying to communicate. Concept attainment is promoted by the use of concrete experiences that illustrate or demonstrate a concept. Using concrete experiences can also lead students to discover concepts through guided inquiry. Students have multiple opportunities to explore new concepts, to apply new concepts, and to demonstrate nonverbal comprehension of new concepts.

An experiential activity that includes negotiation of meaning strategies may be seen by examining a Grade 1 science lesson introducing the concept of physical change. A number of examples of physical change may be first demonstrated by the teacher and then explored by students. Observing the teacher bring about physical change on large pieces of plaster of Paris, followed by the opportunity to explore possible physical changes of charcoal briquets will provide students with guided experiences and exploration. As the charcoal changes shape from a large piece to a powdered state, the teacher will guide students through the observation of the substance to determine that its shape has changed, but the substance

has remained the same. Students will have the opportunity first to observe physical change, then to formulate a group definition of physical change, and finally to explore ways of bringing about physical change. All learning channels--visual, aural, tactile and kinesthetic--will have been employed to support content learning tied to the immersion language by the lesson's end.

Although experience-based activities are the primary vehicle of instruction in the early years of immersion, more abstract, language-based methods of instruction, similar to those used in regular elementary classrooms, are more frequently utilized in Grades 4-6. This modification of instructional strategies occurs because students have increased comprehension of and oral proficiency in the immersion language. Also, curriculum objectives in these grades become increasingly abstract. Nonetheless, the experiential approach should not be completely abandoned at these levels.

Repertoire

Another important component of negotiation of meaning is the teachers' immediate access to a diversified repertoire of instructional strategies that supports concept attainment. Because students frequently do not understand a concept the first time that it is presented, teachers must be prepared to change strategies in order to respond promptly. Teachers employ alternative verbal and nonverbal strategies to restate, to reillustrate, or to demonstrate concepts in a different way, allowing students the opportunity to reprocess information.

Presenting the same concept in a variety of ways through use of a varied repertoire of instructional strategies has an additional advantage: it reinforces and strengthens concept mastery for students who understood a concept the first time it was introduced. Concept understanding reinforced through a variety of concrete experiences and linked to the immersion language provides students with a strong concept/language frame of reference. This frame of reference can be expanded and built upon through additional classroom experiences.

Wait-Time

Wait-time is the amount of time allowed students to formulate responses to teacher-posed questions. Research shows that the quality of students' responses improves when wait-time is increased (Rowe, 1978). In immersion classrooms, effective use of wait-time is important because of the students' need to process input, to formulate a response, or to inform the teacher if they do not understand. Immersion students frequently know an answer but are unable to express it as rapidly or precisely as they might in English. Wait-time, therefore, also allows students to identify a response and to consider the wording of this response. Should a verbal response be beyond the language level of the student, an appropriate nonverbal response must be identified. Wait-time gives students sufficient opportunity to consider each of these alternatives, and then, to select the one that enables them to communicate.

In summary then, negotiation of meaning is a technique whereby students and teachers work collaboratively to establish the meaning of their communications. Immersion teachers employ nonverbal communication, modification of language, experiential activities, wait-time, and a repertoire of varied instructional strategies to promote concept and language acquisition.

Model Language

Since immersion teachers are the principal models of oral and written language for students, they must have native or near-native command of all language skills. Teaching a second language in immersion classrooms means that teachers must consciously plan for students' second language acquisition as they:

- o model language for academic purposes
- o model language for social interaction
- o model gestures appropriate to the immersion language

Language for Academic Purposes

Language for academic purposes is comprised of oral and written language that provides students with the tools necessary to comprehend and express concepts related to the content areas, e.g., mathematics,

reading/language arts, social studies, and science. Academic language differs from social language in the rhetorical devices and vocabulary used in each. Academic language is both oral and written, formal in nature, and focuses on academic content; social language is primarily conversational, less formal in nature than academic language and focuses on personal issues and nonacademic classroom routines. The content areas of the curriculum are essential for identifying specific academic language skills, defined as content-obligatory language. They are also useful for identifying and teaching content-compatible language.

Academic language is critical to concept development since academic concepts are often conveyed through language models. Teachers model and stimulate oral and written academic language during daily lessons and in this way expand students' receptive skills and build the foundation for oral and written production. Learning to speak, to write and to read, and learning the differences between written and spoken forms of language are interdependent processes that develop as students use academic language in their content subjects.

As concepts are mastered, students' growth in academic language will be manifested in the development of content-based receptive and productive communication skills. For example, it is inconceivable that students would be expected to learn the scientific method of inquiry without developing the language functions and structures related to hypothesizing.

In Grades K-1, receptive language skills are emphasized in order to build the comprehension skills necessary for speaking. Written language at these levels should deal only with familiar language functions, structures, and vocabulary that have been employed concurrently with experiential learning situations.

One of the most effective ways of introducing immersion students to reading and writing is through language experience activities. The language experience approach assures that students have at least been introduced to the language needed to first discuss, and later read and write about a particular topic. Discussions, collectively dictated and read descriptions can be based on the commonly experienced events of class activities or field trips. Students' participation in meaningful activities before discussion, and the recording and reading of materials is critical to the success of this approach. Whole class or group language experience activities serve as models for concept and language development, including the reading and writing process.

Language for Social Interaction

The language of social interaction is primarily oral in nature and is comprised of language required for daily communicative functions, including classroom routines and management. While students develop academic language fluency through content-based instruction, this fluency may be limited to those language skills which relate directly to academic concepts; language for social interaction is less formal and more conversational in nature. Teachers' social interactions with students increase the amount and type of social language input available to students. Providing students with social as well as academic language increases and varies their language proficiency.

Teachers are constantly exposing students to a rich variety of social language during transitions between instructional activities, and during the course of performing schoolwide responsibilities, such as lunch duty. Conversations with students during these particular times are frequently informal and of a more personal nature. Non-immersion teachers use these moments to become better acquainted with students and to establish a more personal rapport. Immersion teachers can use these moments to become better acquainted with students, to establish a more personal rapport, and to develop language skills that may not be used frequently for academic instruction.

Language and Culture

Cultural knowledge is imparted by immersion teachers to students both implicitly and explicitly. Immersion teachers' continuously model implicit cultural knowledge through the use of appropriate language, gestures, and other nonverbal social behaviors. At the same time, content area instruction may serve as a vehicle for explicit instruction of cultural knowledge. Comparing and contrasting various aspects of the students' culture with similar aspects of the immersion language culture(s) may be easily integrated with all areas of the curriculum.

Appropriate linguistic and cultural behaviors are modelled by teachers who command native or near-native skills in the language. Linguistic register is modelled by teachers' linguistic interactions with peers, students, and parents. Thus students can learn appropriate linguistic formalities (tu/vous; tu/usted), and routine expressions of politeness in the classroom in a natural way. Teacher modelling of language and student-teacher interactions provide students with opportunities to learn implicitly, culturally appropriate behaviors, such as body language, kinesis, and proximity.

Cultural knowledge can be explicitly taught through the use of authentic literature, games and songs as instructional materials and activities. Use of authentic nursery rhymes, poems or stories for reading/language arts enriches students' experiences and learning through contact with literature in its original form.

Direct comparison between the students' culture and the immersion culture(s) is another effective way to explicitly teach about cultural similarities and differences. Social studies units provide a variety of topics for comparison. Primary students learn about their immediate environment by identifying their needs (food, clothing and shelter), their community (urban, rural and suburban), and different patterns of familial organizations. Comparison of these familiar topics with information about the same topics from the immersion language culture(s) expands students' cultural awareness and knowledge. Upper elementary units that focus on American history may include a special emphasis on the contributions by explorers and immigrants from particular countries to the formation of the new American society. This approach has the added advantage of raising students' level of awareness concerning the unique features of their own culture.

Explicit teaching of culture may also be achieved through an interdisciplinary approach. Study of a concept in one content area, i.e., mathematics, may be correlated with study of a different aspect of the same culture concept in another content area, i.e., language arts. For example, in Grades 5-6, a language arts objective (writing expository research reports) may be related to the origins and modern use of the metric system and be pursued simultaneously with the mathematical study of the metric system of weights and measures.

Classroom Management

Good classroom management facilitates learning. Among the characteristics of any well-managed classroom are:

- a well organized instructional schedule
- a reserve of backup activities
- a minimum of distractions

The need for a well-managed immersion classroom becomes apparent when one considers that the five hours spent in a classroom are, for a majority of students, the only contact they have with the immersion language. Many immersion educators believe that in order to understand oral language, immersion students need to listen more intently to their foreign langauge than do students listening to their native language.

Productive use of instructional time is promoted through a planned, well-organized schedule and a well established series of classroom routines. Students thus have available maximum time and energy to attend to instructional tasks and to receive and process language input. Well established routines allow students to know what activities to expect during the course of the school day, and provide a reassuring frame of reference to students who may not understand all language used by the teachers.

Management techniques that communicate clear expectations for on-task behavior insure increased learning opportunities for both concept attainment and language growth. Students must listen to, observe, and comprehend content presented in the immersion language with minimum distractions. Clearly, students can learn neither content nor language if they cannot hear what is said, are not paying attention or, are not listening.

In a well-ordered classroom it is possible to shift without loss of time from teacher-centered activities to student-centered activities, pair work and group work. The latter techniques encourage students to learn cooperatively, to assume responsibility for their own learning, and most importantly for students to communicate with their peers about content (Kagan, 1987). Student-to-student communication is particularly important in light of research which indicates that students should be given opportunities to engage in a variety of rich communication in school just as they often have at home (Wells, 1986).

In immersion there can be a tendency for teachers to dominate classroom activities because they are the only native language models and because students often require their assistance in expressing ideas in the immersion language. Research indicates that immersion students could benefit from more opportunities to practice using language beyond short responses (Swain and Lapkin, 1986) (Wells, 1986). Pair and group work

provide a potential solution to this problem. Effective management of group work situations requires that teachers be constantly available to consult with students about content and language questions and that high expectations for students' exclusive use of the immersion language be established and monitored.

Positive Reinforcement

Immersion teachers may use more positive verbal and nonverbal messages to reward students' efforts to communicate than do teachers in a non-immersion classroom. In Grades K-1, teachers provide approval and encouragement to students who make the effort and take the risk of communicating in the immersion language. In Grades 2-6, teachers may reward students' creative ways of communicating information, students' creative ways of expressing new ideas, or circumlocution when vocabulary is unknown or forgotten. Like all teachers, they reward the content appropriateness of students' responses. In addition, they give special
acknowledgment for immersion language use.

Summary - Delivery of Instruction

The skills, knowledge and attitudes necessary for an immersion teacher to plan for instruction follow.

SKILLS	KNOWLEDGE	ATTITUDES
Ability to negotiate meaning	Knowledge of principles of second language acquisition theory as they apply to immersion classes	Flexibility Openness to modification of immersion language input
Ability to integrate a variety of instructional activities and varied experiential learning situations into the process of instruction	Knowledge of a variety of instructional strategies and most effective use of these strategies	Belief in the importance of advance planning as well as the importance of adjustment of instruction in the classroom Value content-based approaches to language instruction
Ability to present the same concept in different ways drawn from a repertoire of readily available instructional strategies	Knowledge of strategies to restate meaning during instruction if students do not understand Knowledge of learning style theories	Creativity Humor
Ability to use wait-time effectively	Knowledge of wait-time research findings and techniques to effectively utilize wait-time	Patience
Native or near-native skill in the immersion language	Knowledge of immersion language at a native or near-native level of all skills	
Ability to model both oral and written academic language through content instruction	Knowledge of strategies to model oral and written language for students	Acceptance of students' errors in order to focus on language message rather than linguistic form
Ability to monitor students' development of oral and written academic language	Knowledge of second language acquisition research as it relates to children	Acceptance of students' errors in order to focus on language message rather than form
Ability to identify appropriate obligatory language according to content areas	Knowledge of techniques to integrate content and language	Belief in effectiveness of content-based language instruction
Ability to build the development of written academic language skills on students' progressively acquired oral language proficiency	Knowledge of principles of second language acquisition theory as these principles apply to immersion classes	Willingness to emphasize students' oral experiences before requiring writing and reading production skills

SKILLS	KNOWLEDGE	ATTITUDES
Ability to utilize language experience approach with a variety of content lessons	Knowledge of language experience approach and techniques	Values integration of experiences and content as a means of promoting language development
Ability to model the language of social interaction	Knowledge of differences between academic and social language	Desire to surround students with the immersion language whenever possible
Ability to model culturally appropriate linguistic structures and behaviors	Native or near-native knowledge of cultural behaviors and language nuances	Belief in the importance of communicating solely in the immersion language
		Positive attitude toward the target culture
Ability to integrate immersion cultural knowledge with various content areas	Knowledge of techniques to integrate immersion culture and content	Belief in importance of cultural learning
Ability to organize and manage a structured environment conducive to learning content through a second language	Knowledge of research regarding teachers' expectations, students' performance, classroom organization, and pair/group work	Belief in need for structure and consistency as they impact students' performance
Ability to use a variety of forms of positive reinforcement to encourage and reward communication in the immersion language	Knowledge of a variety of methods to positively reinforce students performance	Positive attitude
		Firm belief in need to encourage students to communicate as much as possible in the second language

PART II ACTIVITY 6 - A

Instructional Strategies - Negotiation of Meaning

Negotiation of meaning is an interactive process by which teachers and students collaboratively work together to communicate their ideas effectively. Teachers help students match what they hear with what they experience and see; teachers let students know if they are understanding students. Students strive to make themselves understood and let teachers know if they, the students, are understanding.

Strategies

Several nonverbal communication strategies are used by teachers and students to negotiate meaning. The use of hands-on/experience-based learning activities is cited as the instructional strategy observed in greater frequency in immersion classrooms when compared with non-immersion classrooms. Nonverbal communication strategies include:

- Hands-on/experience-based learning activities which include the use of:
  - Concrete materials
  - Representations of real objects, pictures or replicas
  - Real objects to be manipulated by students and teachers.
- Body language and gestures
- Facial expressions

PART II ACTIVITY 6 A - continued

Negotiation of meaning

Strategies - continued

Several verbal communication negotiation of meaning strategies are used primarily by teachers. These include:

- Caretaker speech or modified language includes:
  - Use of a slower rate of speech
  - Use of simpler sentences and vocabulary
  - Expansion of students' one-word answers
  - Addition of new information to students' answers
  - Elaboration of students' speech - refinement and expansion of students' language through use of more complex sentences and specialized vocabulary

Students' verbal negotiation of meaning strategies:

- Questions
- Participation in discussion
- Responses to teachers' questions

Replay the section of the video that presents negotiation of meaning. Using the "Negotiation of Meaning Checklist", note all situations where verbal and nonverbal strategies are used by teachers or students to make the meaning of a communication clearer to the listeners. In addition to using the video, you may want to observe a lesson in an immersion class and note verbal and nonverbal negotiation of meaning strategies used by both students and teachers.

PART II ACTIVITY 6 - B

Negotiation of meaning

I. Plan a lesson for an instructional objective from your grade level using as many hands-on/experience-based activities as possible. Identify concepts, language and procedures included in the lesson which may be difficult to explain and for the students to understand. (Remember - no English in immersion classes!). Using the "Negotiation of Meaning Checklist," identify specific negotiation of meaning strategies that may make the meaning of what you are trying to communicate clearer.

II. Plan a lesson to teach to your peers, using the objectives selected for Part I, page 19, of the video program. Using the "Negotiation of Meaning Checklist," your colleague(s) will observe and note the various negotiation of meaning strategies employed by both teacher and "students" during the lesson.

III. A Grade 3 social studies objective from the unit "Communities Around the World" focuses students' attention on comparisons of communities and larger geographical units. The objective is:
Students will identify political boundaries, e.g., neighboring countries, continents, and surrounding bodies of water. What negotiation of meaning strategies can you identify? List as many different ways that you can think of to teach and assist students in the exploration of the major characteristics of political boundaries, continents, and major bodies of water.

Negotiation of Meaning Checklist

VERBAL STRATEGIES	Teacher	Student
Slow rate of speech		
Simple vocabulary		
Simple sentences		
Paraphrasing		
Expansion of one-word answers		
Addition of new information to an utterance		
Refine language		
Elaborate language		
Other verbal behaviors		

NONVERBAL STRATEGIES	Teacher	Student
Gestures		
Facial expressions		
Other nonverbal behaviors (e.g., pantomime)		
Real objects		
Representations of objects (e.g., pictures, plastic fruits, etc.)		
Hand-on/experience-based activities		

PART II ACTIVITY 6 - C

Instructional strategies - hands-on activities

Hands-on activities should:

- o link content with language
- o be used frequently
- o be used at all grade levels

Imagine that you are going to teach a Grade 2 mathematics lesson where the objective is for students to define and name hundreds through tens. In order to teach this abstract concept using a concrete approach, you will be using base ten blocks (or any other available appropriate manipulative materials). Brainstorm classroom activities that rely on hands-on/experiential activities that you might plan to teach this objective. Organize your ideas into a lesson plan. Compare your lesson plan with the one that follows. How many of the activities that you identified are similar to those included in the lesson plan?

Planning For Use of Hands-on Activities

Sample lesson plan

Grade 2 Mathematics Objective: Students will define and name hundreds through tens.

Materials: Base ten blocks (ones, tens and hundreds) and mat on which to work

Organization: 10 - 12 students working in pairs

1. Allow students a few minutes to explore the blocks, especially if they have never worked with the blocks or if you are adding a new size block (one hundred block) to the set. This exploration can consist of five minutes of unstructured activities, during which students may build structures, make patterns or simply play with and become familiar with the blocks. It is helpful to provide students with a well defined work space, such as an 18" x 15" sheet of colored paper.
2. Once students have had adequate time to explore the manipulatives, ask them questions about the blocks, such as "How many different kinds of blocks do you have, How are they different, and How are they the same?" If students are unable to explain difference and similarities, they can show you with the blocks.
3. Show students a ten block and ask them to estimate to their partners how many single blocks will be needed to name the ten block. Ask pairs of students to line up the needed number of single blocks next tothe ten block. After allowing a few minutes to do this, ask them how many single blocks were needed. Following the same procedure, ask students to estimate the number of single blocks they think will be needed to name the one-hundred block. (Since you will be able to show students the blocks, you will not need to refer to them as "one block," "ten block," and "hundred block".)

Planning For Use of Hands-on Activities

(continued)

4. Show students a ten block and a hundred block. Ask students to estimate to their partners how many ten blocks they think they will need to cover the hundred block. Ask students to cover the hundred block with ten blocks and then to count how many they used. As students are covering the hundred block, circulate, to verify that they are understanding. Once students have covered the hundred block, ask them to discuss with their partner how many ten blocks are needed to cover the hundred block and, therefore, to name the same number (ten tens is the same as one hundred). Discuss with the group how many tens comprise one hundred. As a group, practice counting by tens. Ask students to practice counting by tens with their partner.
5. As a math center follow-up activity, students may:
    - o listen to directions given by an audiotape, asking them to place ten blocks on hundred blocks and then to count the number of ten blocks needed to name one hundred
    - o work in pairs covering hundred blocks with ten blocks and counting by tens with partners
    - o be asked to create pictures with the ten and hundred blocks by placing the blocks on a blank sheet of paper to form objects, and then tracing around the ten and hundred blocks
    - o describe their pictures to partners, as well as counting by tens to determine how many "hundreds" make up their picture

You may want to limit the number of blocks students may use or allow them to use as many as they like, depending on students' understanding of the concept. Using pictures students have drawn using ten and hundred blocks, you may ask students to count the number of hundreds and tens used to make a variety of pictures.

PART II ACTIVITY 6 - D

Instructional strategies - Teachers' repertoire

Teachers' repertoire is teachers' immediate access to a bank of instructional strategies so that the same material may be presented in a variety of ways when students do not understand or when students immediately grasp a concept. Teachers' repertoire expands with experience.

I. Select an objective from one of the following:

- o an objective planned for the first part of the video
- o an objective that you will be teaching soon
- o This Grade 2 social studies objective: Students will describe systems developed to transport goods to and from an urban community

Imagine that over half the group is not understanding your well-planned lesson. What would you do?

Make a list of possible ways of using the materials that you have on hand to first determine what students are not understanding and second, to present the lesson differently.

II. Select an objective from one of the following:

- o an objective planned for the first part of the video program
- o an objective that you will be teaching soon
- o This Grade 2 social studies objective: Students will explain the ways our country honors past presidents

Imagine that the majority of the group immediately demonstrates solid understanding of the concept at the heart of your well planned lesson.

What would you do? Make a list of possible ways of using the materials that you have on hand to explore the objective in a more in-depth manner.

PART II ACTIVITY 6 - E

Instructional strategies - wait-time

In Teaching Science as Continuous Inquiry: A Basic, Mary Budd Rowe defines the first wait-time as, "the pause that follows a question by a teacher," and the second wait-time as, "the pause that follows a burst of talk by students." (Rowe 1978, 273) Her research results showed that when teachers increased wait-time to 3 seconds the following changes were noted.

- Increased length of student responses
- Increased number of unsolicited but appropriate responses
- Decreased number of failures to respond
- Increased confidence on the part of students, reflected in fewer reflected responses (rising intonation used for questioning)
- Increased incidence of speculative thinking
- Increased student-student comparing, decreased teacher dominated "delivery" of knowledge
- Increased number of questions posed by students and increased number of science experiments proposed by students
- Increased contributions by less able learners
- Decreased disciplinary action

PART II ACTIVITY 6 - E continued

Instructional strategies - wait-time

Let's consider the implications of wait-time in immersion classes. Given that the language of instruction is a second language for most students in immersion classes, students need to:

- understand what is being said or asked
- identify an answer or contribution to a discussion
- formulate the best way to express that answer

The teacher should allow students adequate time for these three tasks.

I. Ask a colleague to observe your class for 15 minutes or to observe a demonstration lesson that you prepare and teach to peers. Request the colleague to record the amount of wait-time allowed each student during teacher-student interactions. Ask that the length and quality of the response be noted. Request that your colleague continue to observe your class. As you consciously increase wait-time, what are the results?

II. Ask the colleague who observed you if you may observe15 minutes of his/her class. Or, make arrangements to observe a non-immersion class in a local elementary school. Record the amount of wait-time allowed each student during teacher-student interactions.

PART II ACTIVITY 7 - A

Model language

Language for academic purposes is:

- o oral
- o written
- o formal in nature

I. Select a lesson that you have already taught or are about to teach and make a list of the language (vocabulary and phrases) that you consider language for academic purposes. Identify the academic language that will be used during the lesson. How does this academic language differ from language used in everyday conversations? Are there any similarities?

II. Make a list of the connections between language for academic purposes and content-obligatory and content-compatible language that was discussed in Part I of the video. Compare your list of connections with lists compiled by colleagues.

PART II ACTIVITY 7 - B

Model language

Language for social interaction is:

- o primarily oral
- o more conversational in nature
- o less formal than academic language

I. Identify situations when students will need social language in the classroom setting. Based on these situations, identify social language that students will need.

II. What social language will students need almost immediately in the immersion classroom? For example, consider social conventions that students need to meet their daily needs and to interact with other students, such as:

Please
Thank you
Please pass me... (the scissors, paste, crayons, etc.).
May I go to the bathroom?
May I have a drink of water?
Greetings and leave taking

Can you list other social language?

Is there any difference between social language students need in the primary grades and that used in the upper elementary grades?

III. Identify situations when social language may be modeled by teachers and other immersion students.

PART II ACTIVITY 7 - C

Model language

Language and culture

Immersion teachers are unique models of behaviors and language that reflect the immersion culture. Culture in immersion classes is taught both implicitly through teacher modeling and explicitly through integration of cultural information with the four major subject areas.

I. Identify immersion language components (language and cultural behaviors) that are specific to your immersion language.

Examples: Differentiated use of tu/vous, tu/usted

A gesture or facial expression that indicates anger or boredom

II. What opportunities are available during the day to model these behaviors and language components for students?

PART II ACTIVITY 7 - C - continued

Model language

III. Highlighting cultural behaviors and knowledge makes students more aware of similarities and differences that exist between their own culture and the immersion language culture. Select an objective from one of the following:

- o an objective planned for the first part of the video an objective that you will be teaching soon
- o This Grade 2 social studies objective: Students will define rural

Plan a lesson in which you integrate and highlight implicit and explicit cultural knowledge through language and content components.
As you teach the lesson to students or as a demonstration lesson, ask a colleague to observe how you integrate culture, implicitly and explicitly, into the lesson.

PART II ACTIVITY 8 - A

Classroom management

Because student contact time with the immersion language is limited, good management is a key element to making sure that students use class time profitably. Some characteristics of a well-managed classroom are the following:

- o well planned and structured activities
- o a predictable instructional schedule
- o clear expectations for students' on-task behavior
- o a minimum of distractions in the environment
- o positive reinforcement communicated through verbal and nonverbal messages

I. Schedule - Make a list of a variety of formats for communicating the instructional schedule to students at your grade level. Consider using symbols, verbal messages along with written schedules to represent activities, especially for students who have not yet begun to read. This makes the meaning of the activity apparent and also broadens sight vocabulary.

II. How would you (do you) establish and communicate to your students the message that you expect on-task behavior? What are your classroom rules? Who has written them? Are they posted somewhere in the classroom? How can nonreaders remember these rules?

III. Can you think of other management strategies that will contribute to a well managed classroom? Compare your ideas with the suggestions for managing activities that follow.

PART II ACTIVITY 8 - B

Classroom management

In order to communicate clear expectations when using manipulatives during hands-on/experience-based activities do you:

- o begin with simple activities that require only a few manipulatives so that students become familiar with materials, procedures and expectations?
- o provide students with opportunities to explore and experiment with manipulatives before using them during instructional activities?
- o establish real boundaries so that each student or group of students have a well-defined work space?
- o establish procedures for passing out and collecting the materials?
- o establish student responsibilities for putting away and cleaning up?

I. Arrange to observe a math or science lesson, that is manipulative-material based, in a local elementary school or in a colleague's class. Using the five questions noted above to guide your observations, observe how students are reminded of procedures and teacher expectations when using manipulatives.

II. Plan and present a math or science demonstration lesson, which is manipulative based, for your class or for a group of colleagues. Request that an observer note verbal and nonverbal messages that you use to communicate procedures and expectations to children or participants regarding the use of manipulatives. Also ask the observer to note which student behaviors elicit positive or negative responses from you.

PART III
TASK: EVALUATION OF STUDENTS' PROGRESS

TASK: EVALUATION OF STUDENTS' PROGRESS

Immersion teachers evaluate students' learning of content both formatively and summatively. Formative evaluation is the daily monitoring of students' learning that takes place during instruction. It is both ongoing and diagnostic. Teachers use formative evaluation to adjust instruction based on their assessment of students' participation in daily instructional activities. Summative evaluation is an assessment of students' concept comprehension which takes place after instruction and after students have had the opportunity to practice application of a concept. Teachers use summative evaluation to assess students' level of concept mastery at the end of a unit of study and is often used as a basis for grading and promotion.

Daily formative evaluation of content understanding is carried out through a feedback cycle through which teachers:

- observe and analyze nonverbal feedback
- observe and analyze verbal communications

Summative evaluation of content is carred out through use of techniques to measure the degree of students' concept mastery. Such techniques include:

- evaluation methods which are independent of language mastery
- adaptations of existing English language and immersion language content evaluation instruments

In addition to formative and summative evaluation of concept mastery, teachers have the added task of evaluating students' immersion language growth. While daily formative evaluation of language and concept mastery take place simultaneously, teachers must be aware that separation of students' understanding of content from students' level of language proficiency is essential in order to obtain an accurate measurement of both types of learning.

The use of diverse evaluation methods assists teachers in separating students' concept comprehension from their level of language proficiency. This is especially true in the primary grades where the possibility is greater that students may understand a concept but be unable to express

their understanding in the immersion language. The use of activities to formatively evaluate students' level of second language proficiency is a tool accessible to all immersion teachers. There exists a need for reliable, standardized instruments to summatively evaluate the second language proficiency of immersion students.

Formative Content Evaluation

As stated above, formative evaluation of students' content comprehension is the daily monitoring of learning. Students in immersion programs obviously have limited experience with the language of instruction. Therefore it is likely that, during the school day, there will be many times when students will not understand either a concept or the language used to express a concept. Teachers must be highly sensitive to this possibility and, therefore, must continually check comprehension during instruction by monitoring both nonverbal and verbal feedback.

Nonverbal Feedback

Students' nonverbal feedback consists of facial expressions or body movements that indicate comprehension or lack of it. A puzzled look, or a resigned shrug of the shoulders are indications to teachers that a student may not understand either the directions or a concept. A nod of a head, or on-task behavior may be indications that a student may understand very well. Because experiential activities are the basis of instruction, particularly in the early years of immersion, teachers have the opportunity to carefully monitor students' comprehension by observing students' exploration and application of the concept being learned. Observations of students' task performance may reveal full, partial, or noncomprehension. Careful observation may also reveal whether successful performance derives from concept attainment or simply from imitation of peers.

As both the curriculum and, therefore, the language used in the classroom become increasingly more abstract in Grades 3-6, immersion teachers must be particularly sensitive to use of the feedback cycle. Rather than rely solely on oral and written expression to measure concept comprehension, teachers must consciously vary activities to include opportunities for students to practice, to demonstrate, and to apply concepts.

Verbal Feedback from Students

Students' oral responses may also be used to assess comprehension. In Grades 2-6, students have sufficient language to express ideas with some facility. In constrast, students in Grades K-1 may respond in English, or use nonverbal or one word responses. As students in all grades attempt to communicate, teachers assist them through negotiation of meaning. Further, immersion teachers interpret various types of students' responses to assess students' level of comprehension.

Both the nature and frequency of students' questions provide immersion teachers with useful information about comprehension. A question may be a signal that directions or a concept have not been understood. Students' demonstration of an action in response to teachers' oral questions or requests will be of further assistance in clarifying where communication stopped and will serve as an additional comprehension check. If, indeed, a number of students have not understood, immersion teachers must change the approach and draw upon their repertoire of instructional strategies to reteach the concept.

The nature of a question will often clue immersion teachers as to what aspect of a concept has not been understood and therefore assist in deciding how to reteach it. Finally, the nature of a question may indicate that the concept has been well taught but that the meaning of the accompanying language needs to be further clarified.

Summative Content Evaluation

Summative evaluation is an assessment of students' concept comprehension which takes place after instruction and after students have had the opportunity to practice application of a concept. Like all teachers, immersion teachers need to be sure that summative content evaluation instruments measure the concepts that were taught and include the same techniques used during instruction and application of the new learning. Students instructed through experiential learning techniques should not be expected to express their learning through paper and pencil verbal tests.

Summative evaluation instruments used in immersion should include a high percentage of demonstration activities, especially in the primary grades. Although upper elementary students have greater language proficiency skills, a variety of summative evaluation activities allows them ample opportunities to demonstrate concept mastery in ways that reflect techniques that were used to teach the concepts.

Alternate Evaluation Methods

Teachers must utilize methods of evaluating concept mastery that do not rely solely on language because of students' limited language proficiency. This is particularly true when students are in the early years of immersion, in which they may have mastered a curriculum objective but may be unable to express or demonstrate their level of mastery because of verbal directions or questions. The same dilemma exists when upper elementary students may have mastered a complex concept intellectually, but do not have the language proficiency needed to express either their level of understanding or to relate new ideas.

Primary teachers should design and administer assessments that do not rely on students' limited productive language skills to assess content mastery. Evaluations are frequently planned which provide students with visual and contextual cues, or allow students to demonstrate their mastery nonverbally. For example, to demonstrate understanding of the components necessary to create a balanced aquarium, students in Grade 1 may be requested to cross out pictures of objects inappropriate to a balanced aquarium, such as a mouse.

Primary students should never be expected to follow only verbal directions. Verbal directions should be supported by the use of familiar objects and familiar procedures which will assist students' understanding of what they are being requested to do, even if they do not understand all language used in an explanation. Evaluations of students' concept mastery based on familiar procedures and experiences will yield results that are more likely to reflect what students have or have not understood about a concept.

In contrast, evaluations of students in Grades 3-6 may be more language based and use techniques more similar to those used in non-immersion classrooms. Teachers should use instruments that allow for the differences in language proficiency that exist in all immersion classes. Additionally, as visual cues and real objects have most likely been used to support instruction, it is entirely appropriate to include visual cues or symbols next to words and concepts in order to assist student understanding of what they are being asked.

Varied formats of evaluation instruments provide students varied opportunities to express concept understanding at different levels of language proficiency. Upper grade evaluation instruments may employ questions that require yes/no, true/false or multiple-choice answers. These formats permit students' test performance to reflect receptive understanding. A true/false test may also request that students select three false items and rewrite them as true statements. This allows students to choose sentences with which they feel most comfortable both conceptually and linguistically. Alternatively, students may respond to a question or a situation with a short paragraph. The purpose of this type of question is to measure what the student knows about the concept. A separate set of criteria should be used to assess the quality of students' language used to express the concept.

Valid testing procedures should parallel both content and instructional strategies used during instruction. It is all too often assumed that since students participate with facility in oral discussions about content-based information, that they are equally prepared to be evaluated with written instruments. Since upper elementary immersion teachers use nonverbal communication, pictures, and concrete items during instruction, more consideration of these teaching strategies is needed when selecting or developing evaluation instruments in upper grade immersion classes. These may require students to classify words and/or drawings, to represent concepts visually, such as through the use of dioramas; to apply concepts in a simulation; or to apply concepts in developing and organizing a group presentation to other immersion students. These techniques provide students with opportunities to express learning through the immersion language, supported by concrete referrents, much the same way as concepts have been taught.

Summative Evaluation of Language Proficiency

Many immersion teachers recognize the need to seek out appropriately valid and reliable instruments to evaluate students' language proficiency levels. While informal evaluation of students' immersion language proficiency level is an integral part of teachers' interaction with students, more formal means of collecting data are needed. Although some instruments have been adapted to the immersion setting in an attempt to establish a standardized measurement of linguistic level of achievement, as yet, none has been widely accepted nor normed on an American population of immersion students.

Summary - Evaluation of Students' Progress

The skills, knowledge, and attitudes needed by immersion teachers to evaluate students' progress follow.

SKILLS	KNOWLEDGE	ATTITUDES
Ability to develop evaluation instruments which incorporate alternate methods of testing concept mastery, independent of the immersion language	Knowledge of techniques to evaluate students' level of concept mastery in addition to oral responses and paper/pencil verbal instruments	Creativity
Ability to identify instruments that assist in evaluation of students' language proficiency	Knowledge of evaluation and testing techniques, theory and research, and second language acquisition research	Recognition of need to seek out instruments that evaluate second language proficiency
Ability to evaluate, select, translate and/or modify English and immersion language instruments for use in immersion classes		Diligence

PART III ACTIVITY 9 - A

Evaluation of Instruction

Formative evaluation is the ongoing assessment of students' learning that takes place daily during the teaching-learning cycle. This information about how and what students are learning (or not learning) is used by the teachers to adjust the:

- o content
- o activities
- o rate of instruction
- o language

How do teachers formatively evaluate instruction? They use:

Students' nonverbal feedback to teachers:

- o facial expressions--reflecting "I understand," and "I don't understand."
- o signs of frustration--gestures, restlessness and inattention

Students' verbal feedback to teachers

- o students' questions
- o students' responses to teachers' questions (both correct and incorrect)
- o students' verbal participation in discussions

Teachers formatively evaluate instruction through observation and monitoring participation in hands-on activities

PART III ACTIVITY 9 - A - continued

Evaluation of Instruction

I. Return to the section of the video that shows a lesson on relative position of the sun, moon and earth. Using the above list of possible nonverbal and verbal indicators, identify students' feedback to the teacher that might be used to evaluate formatively and to adjust instruction. You may also want to observe an actual lesson.

II. Begin to keep a list of nonverbal and verbal indicators that you observe in the classroom that may be used to assess students' grasp of concepts and language.

PART III ACTIVITY 9 - B

Evaluation of Instruction

Summative evaluation measures are used to assess students' level of concept comprehension at the end of a unit of study. Summative evaluation is also often used as a basis for grading and promotion. Both immersion and non-immersion teachers use several conventional paper/pencil formats to evaluate students' grasp of a concept. They are:

- o Yes/no test items
- o True/false test items
- o Multiple-choice test items
- o Single-word or short-phrase-response test items

Immersion teachers use essay questions primarily in the upper grades.

Methods of summative evaluation of concept mastery that do not rely on paper/pencil are used extensively in immersion classes. They include:

- o demonstrations by students (e.g., demonstrating understanding of number value through use of base ten blocks)
- o group projects - dioramas, time lines, charts, graphs, skits or plays

PART III ACTIVITY 9 - B - continued

Evaluation of Instruction

I. Select either a series of lessons that you have previously planned for another section of the video or a series of lessons that you are presently planning. Based on how these objectives have been taught, outline the different methods that you might use to evaluate students' comprehension or mastery of this unit or objective.

II. Have you provided students with a variety of ways to express their concept mastery?

PART IV
TASK: COMMUNICATION WITH SCHOOL PERSONNEL AND PARENTS

TASK: COMMUNICATION WITH SCHOOL PERSONNEL AND PARENTS

Immersion teachers inform local and district school personnel about immersion theory, research and practices. They also communicate with parents frequently about the immersion program, its practices and its results. This communication serves to :

- o convey the results of ongoing evaluations of program implementation in light of current immersion research
- o foster dialogue with local and district school personnel
- o build and maintain parental support for the immersion program

Knowledge of Research

Immersion teachers must remain abreast of past and current research in both regular elementary and immersion education. With increased knowledge and information about other effective immersion program models, immersion teachers can be active, informed participants in the formative evaluation of their own classrooms and of school-level and district-wide programs. Furthermore, knowledge of current literature in the field of elementary education is also essential to all immersion teachers whose first responsibility in the classroom is to teach the local school district's curriculum effectively. Remaining up to date with current elementary education practices and current immersion literature doubles the professional development efforts required of immersion teachers.

Communication with School Personnel

Because immersion teachers may be the most knowledgeable persons on a team of school personnel recommending future options for individual students experiencing academic difficulties, it is essential that immersion teachers remain well informed about current studies that compare immersion students' performance with non-immersion students' performance in:

- o mastery of academic subjects during and after enrollment in immersion programs
- o mastery of English language literacy skills

In particular, it is important that teachers be well informed about research results of studies of immersion students as compared with those of non-immersion classroom students' performance, studies of identified learning disabled students' performance in immersion programs, and studies of identified gifted and talented students' performance in immersion programs.

Communication with Parents

Parents' roles and their support of immersion programs is evidenced by their degree of involvement in efforts to establish new immersion programs and in their continued participation in the functioning of established immersion programs. Parents need to be well informed before the decision to enroll their child is made. Once this decision is made, frequent communication with parents fosters positive support for immersion programs on the classroom level, as well as on the school and district levels. As interested parents are frequently very discerning in their inquiries about the functioning of an immersion classroom, teachers must be able to explain how and why immersion classrooms are similar to, and different from, non-immersion classrooms.

Summary - Communication with School Personnel and Parents

The skills, knowledge, and attitudes needed by immersion teachers to communicate with school personnel and parents are summarized on the following page.

SKILLS	KNOWLEDGE	ATTITUDES
Ability to communicate immersion philosophy, research results, and practices to colleagues, parents, and the interested public	Knowledge of literature dealing with history, theory, and research of elementary immersion education	Willingness to devote extra time to discuss immersion education
Ability to dialogue with colleagues and other school personnel to explore ways to improve classroom and program practices	Knowledge of successful elementary and immersion practices	Openness to new ideas
Ability to assess students' performance objectively in light of immersion and non-immersion program variables	Knowledge of cognitive and attitudinal benefits of second language acquisition in children	Willingness to work in a team situation
	Knowledge of immersion research findings which treat concept mastery, development of second language literacy skills, and post-immersion performance for students of all abilities	

PART IV ACTIVITY 10

Communication with School Personnel and Parents

Communication with colleagues and parents is an important element in successful immersion programs. Topics of special interest include:

- staff
- research
- history
- standardized test results
- learning to read
- adjustment to immersion at the entry level
- homework
- transition or adjustment to other programs as students proceed to a middle school or junior high school program
- the suitability of immersion for under- or low-achieving students

I. Identify a list of questions about elementary foreign language immersion that the following people might have:

- administrator
- non-immersion teacher
- parent of a student currently enrolled in immersion
- parent investigating immersion

II. Write an outline for a 30-minute presentation to orient parents who are interested in enrolling their child(ren) in your immersion program. Remember to include general information as well as specific examples and plan to conclude with a question-and-answer session.

SUMMARY

Teaching the elementary school curriculum in a language new to students, has significant impact on the way that teachers perform their instructional tasks. Effective immersion teachers plan for instruction, deliver instruction, evaluate students' concept mastery, and communicate with colleagues and parents differently from the way in which non-immersion teachers do. It is the difference in performance of these tasks that constitutes the critical element necessary to ensure students' content and language mastery.

Immersion teachers must plan for instruction of both content area and immersion language objectives while giving consideration to students' limited proficiency in the immersion language. Objectives must be sequenced to gain maximum benefit from use of learning through concrete experiences. Materials to support instruction of the local school district's curriculum must be identified, evaluated, selected and sometimes adapted for use in immersion. When appropriate materials are not readily available, immersion teachers must then develop them.

Effective delivery of instruction in immersion classrooms results from skillful integration of a variety of instructional strategies. In response to students' needs, immersion teachers select appropriate strategies to convey content instruction, to support teachers' role as language models, and to increase the effectiveness of formative and summative evaluation. The instructional strategies that appear to be most critical to the successes of effective immersion teachers are use of:

- negotiation of meaning
- concrete learning experiences
- wait time
- a repertoire of varied strategies
- a structured learning environment
- positive reinforcement for on-task behavior as well as immersion language use

Immersion teachers are unique exemplars of the second language and, therefore, they must optimize all available opportunities to model and teach the language of academics, the language of social interaction, and

appropriate cultural behaviors for students. Cultural knowledge is imparted to students both through direct instruction and teachers' modelling of appropriate linguistic forms and behaviors. Exclusive use of the immersion language as the vehicle for instruction provides students with many and varied examples of its use.

During the course of instruction, immersion teachers formatively and summatively evaluate students' mastery of content objectives. Formative evaluation of students' comprehension takes place through observation of the appropriateness of verbal and nonverbal behaviors in response to various classroom situations. Use of many experiential activities allows teachers to immediately assess and adjust instruction by accessing a repertoire of instructional strategies that supports concept attainment through diversified approaches. Summative evaluation of immersion students' degree of concept attainment includes frequent use of alternative, language-independent techniques, such as demonstration activities, as well as adapted versions of conventional paper/pencil assessments.

Finally, immersion teachers communicate more frequently with other school personnel and parents to develop and promote continued confidence in immersion education. In addition to providing information about research results, and about immersion philosophy and techniques to colleagues, immersion teachers provide frequent feedback to parents on students' performance.

Teaching the content areas through the medium of a foreign language accentuates the challenge of the ultimate task of immersion teachers: to meld together academic and social experiences in a meaningful way in order to lead students into curriculum mastery and second language acquisition.

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